
STUDENTS' PERCEPTION ON THE USE OF SOCIAL MEDIA IN LEARNING ENGLISH AT TADULAKO UNIVERSITY

Muh. Arasy Hairul*, Nurhayati
Universitas Tadulako, Indonesia
(arasyhairul@untad.ac.id)

Received: 07th April 2023; Revised: 27th May 2023; Accepted: 28th June 2023

ABSTRACT

The purpose of this study was to explore students' perceptions on the use of social media in learning English. The research design used in this study was qualitative research based on a case study approach, and the data were collected through interview transcripts and documents. The participants of this study were five students of the English education department of Tadulako University selected purposively. The results of descriptive analysis showed that most of the students had positive perceptions on the use of social media in learning English. Social media was believed to be helpful in improving students' English language skills. They stated that social media provides them with English content sources to practice their English skills, particularly listening, speaking, vocabulary, and pronunciation. Moreover, social media offers a variety of English contents, allowing students to access and choose contents that they like anytime and anywhere. Youtube and Instagram are the most widely used social media platforms for learning English in receptive skills including listening and reading skills.

Key Words: Social media; students' perception; learning english

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa tentang penggunaan media sosial dalam pembelajaran bahasa Inggris. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui transkrip wawancara dan dokumen. Partisipan dalam penelitian ini adalah 5 orang mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Tadulako. Hasil analisis deskriptif menunjukkan bahwa sebagian besar siswa memiliki persepsi positif tentang penggunaan media sosial dalam pembelajaran bahasa Inggris. Media sosial sangat membantu dalam meningkatkan kemampuan berbahasa Inggris siswa. Mereka menyatakan bahwa media sosial memberi mereka sumber konten bahasa Inggris untuk melatih keterampilan bahasa Inggris mereka, terutama mendengarkan, berbicara, memperluas kosa kata mereka, dan meningkatkan pengetahuan pengucapan mereka. Media sosial menawarkan konten bahasa Inggris yang beragam, memungkinkan siswa untuk mengakses konten bahasa Inggris yang mereka sukai kapan saja dan di mana saja. Youtube dan Instagram adalah platform media sosial yang paling banyak digunakan untuk belajar bahasa Inggris dalam keterampilan reseptif, keterampilan mendengarkan, dan keterampilan membaca.

Kata Kunci: Sosial media; persepsi mahasiswa; belajar bahasa Inggris

How to Cite: Hairul, M.A., Nurhayati. (2023). Students' Perception on the Use of Social Media in Learning English At Tadulako University. *IJEE (Indonesian Journal of English Education)*, 10(1), 160-181. doi:10.15408/ijee.v10i1.31853.

* Corresponding author

INTRODUCTION

Social media is now rapidly changing the way people live in different aspects. Nowadays, young adults spend much time on social networking sites to find information, knowledge exchange, and education. With the vast spread of various social media, it is utilized by educators and content creators to teach and share English lessons. Teachers utilize social media to help them in assessing students or in providing supplementary English materials (Lomicka et al., 2016). Similarly, students also get benefits from social media because it provides them to access English learning resources.

Although social media is not directly created for educational purposes, it is used by many students to learn English. As a learner, studying in the classroom is not sufficient for them to improve their English proficiency. They want to expose to the English environment through video learning on social media. Many accounts on social media seem to provide English lessons in an effort to make the language more pleasurable to learn. Students and teachers also can form learning groups using social media platforms such as Facebook and Whatsapp to communicate and learn English (Arumugam et al., 2019).

Social media is crucial in encouraging students to study English since it has a variety of elements that can spark their creativity and make learning enjoyable. Students can discover words and phrases in WhatsApp, Telegram, and Instagram English groups that help improve their speaking and writing skills for communication (Hussain, 2012).

English language learners can engage with native speakers using social networking sites like Facebook, Instagram, and YouTube, as well as video-based communication services like Skype and WhatsApp. It exhorts educators to change their teaching approaches to be more engaging, adaptable, efficient, and student-centered in so that pupils can develop their critical thinking abilities (Asmara et al., 2019). Using social media to provide courses is commonly thought to increase teaching and learning by giving students access to interactive information and better support services, such as tutoring and feedback (Martnez et al., 2009). Moreover, students are able to find out English learning in Instagram, Facebook and YouTube. They can follow the accounts which focus on sharing all about English and specific content such as vocabulary, grammar, speaking and pronunciation. Most of social media are provided in English language, so it assists students

to learn English such as well as practice speaking with native speaker around the globe and exchange idea in chatting and giving comment. English learners are utilized social media to communicate to foreigner and they believe that mobile learning can facilitate them to learn anywhere and anytime (Ayuningtyas, 2018). Most students utilize social media because it is an interesting platform to learn which display audio visual and easily access on mobile phone.

Social media provides a wide range of learning model where students can learn not only limited to picture but also video and audio recording, this offers students to learn based on their learning style and promotes students-center learning. EFL students could benefit from using social media as a learning tool to practice their English both inside and outside of the classroom (Omar et al., 2012). Hence, the students can learn English more convenient and easier than using other media.

Throughout the social media, students can develop their English knowledge and practice the skills from other people, as well as encourage students to learn independently. Due to the widespread the use of social media utilizing by millennial students, the researchers are eager to find out

students' perception on the use of social media for learning English and how students use social media in learning English since they devote more time to use social media than reading English book in the library.

Several studies have been conducted in the same field as the present study. Research social media affects learning English by Alfadda (2020) that revealed that Instagram offers a useful setting for immersing students in the English language and may be especially useful for vocabulary instruction. Although Instagram latter may be more helpful in learning, students' interest and motivation may increase with simpler lessons. If students are not interested in or motivated to engage with a lesson then learning is not likely to occur. Erzad et al., (2018) conducted a study that revealed that concerning the social media, it was found that social media use is really beneficial for students. They can learn, practice, and imitate from the video on YouTube as well as learn about English songs, grammar, and idiom in which English is used by native speakers. This platform can provide them to practice their English anywhere, anytime. They consider themselves extremely fortunate to be living in the millennial era, where everything is quickly and easily accessible.

Hamad, (2017) conducted a study. The results showed that the use of social media also helps students develop their motivation for learning, self-confidence, and linguistic proficiency. Both their vocabulary and their oral communication abilities have improved. According to the participants, speaking and pronunciation were the two language skills that most significantly improved. Because some of the films were produced by native English speakers who are also English language teachers, it provides them with an example of how to pronounce English in a way that is recognized and understandable.

It revealed that there are several benefits of using Whatsapp Group for learning English. They are: Whatsapp Group can be used as a means of one of the reachable sources for learning English, Whatsapp Group is considered as one of the best media for practicing English in a relaxed and unstressed situation. Whatsapp group enables teacher to directly address students' errors and mistakes by providing them with feedback that is helpful in identifying students' errors and mistakes in sentence formation.

Those findings from the previous studies showed that social media has given many advantages for the students to improve their English skill. The

utilization of several platforms on social media also provide some benefits for students since they can watch, listen, imitiate, and review the video from different social media platform. However, those previous studies did not investigate the students' perceptions and challenges toward online peer feedback practice, which made it different from this study. This study was designed to explore students' perception on the use of social media for both self-directed study and guided study in learning English via online.

METHOD

Research Design

In this research, the researchers applied qualitative research with case study approach. According to Starman (2013), a case study is a qualitative study approach that examines a single person, group, or significant example to the particular case or to offer useful generalization. Furthermore, a case study aims to comprehend certain actors or groups perception of events (Cohen et al., 2012). Also, Creswell (2009; as cited in Mohajan, 2018) stated that case study is defined as a research which explores a program, an event, an activity, a process, or one or more individuals genuinely to get a depth-

knowledge about the action that we want to explore.

Population and Sample

The study was conducted at Tadulako University. The population of this study was English Education department students' batch 2019. The researchers chose the students because they are social media active and have gadgets, so they have a lot of experiences in using social media for learning. The sample of the research was purposive sampling. Purposive sample is "a fundamental essential of concerns to the objective of the research, (Ary, et al, 2010).

Instruments and Data Collection

The primary instrument used in this study was interview guideline and document. The researcher conducted interview toward several informants and combine data collection from digital document. Since the study is a case study, therefore the researcher applied in-depth interview technique as the primary technique and utilized document as supplementary data source. The use of document in this research was to get valid source of research and support her research. Those methods were combined to gain the detail information. Interview provides an opportunity for the researcher to listen to views or

experiences of the respondents for a period of time and to ask investigative questions to explore more ideas (Harding, 2013). In this research, the researcher interview participants was conducted to ask 5 students as the interviewee. The questions were asked to the participants for about 40 to 60 minutes and the setting of interview was done via Zoom meeting.

Data Collection and Analysis

The data analyzed using qualitative method by presenting the result of interview transcript and document review. This data was analyzed based on interactive model of analysis promoted by Miles and Huberman (1994). There were three different types of this model including;

Data Reduction

In this part, the researcher provided the procedure of assessing the data through the process of selecting, focusing, simplifying, and transforming the data. The data was gathered from the interview and documents. Therefore data reduction is needed to make the data clear and easy to use. Then, to reduce the data, the researcher focused on research question which is students' perception on the use of social media for learning English. The data which is not related to it is set apart.

Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps to comprehend what is happening and to analyze further based on that understanding. The data display in this research used brief notes and narrative text.

Drawing Conclusion

Drawing conclusion is the last step of data collection which should follow data reduction and data display before (Miles and Huberman, 1994). Moreover, in this research, the researcher starts to decide the important variables to draw in the conclusion. As a result, the final conclusion fulfilled by valid and consistent the evidence that has been collected.

FINDINGS AND DISCUSSION

Findings

The researchers present research findings as the answer to the problems of study stated. Students' exposure of social media can be divided in five categories and students' perception on the use of social media can be divided in eight categories. There are described below:

Students Exposure of Social Media

In this section, the researchers elaborate the data analysis from the interview and documentation. The researchers asked participants' documentation during learning English through social media in order to check and confirm the data from interview. The students' screenshot of learning English in social media is supplemental information as a part of this study to prove that whether they have learned English through social media. She gained the document of students' activity learning English after the interview session.

Respondent 1 (ANT)

Respondent 1 follows Aarons English and kampong Inggris in Instagram to learn about phrases, grammar, and vocabulary. In YouTube, she subscribes Jenbarangan and AYN Bernos to watch English conversation and learn some phrases. She spends about four-five hours per day in social media for learning English. Throughout these social media, she states that she also studies how to deal with her nervousness during speaking English in front of public and get some suggestions and tips to improve her speaking skill. Moreover, she has a Facebook

group called Camp Confidence to practice both speaking and writing skill with member of group across the world.

Respondent 3 (AYN)

AYN follows native speakers' accounts in Instagram who are able to speak Indonesian. She learns vocabulary, phrases, idioms, and pronunciation in Instagram that appears in her timeline. She watches English video and learns several phrases and vocabularies in guruku Mr.D and Aarons English account. She also finds out the captions in English so they know how to build up the sentences.

Respondent 3 (NSA)

NSA learns English through Instagram and YouTube. In Instagram, she follows Kampung Inggris and BBC learning English, while in YouTube, she subscribes MMM English and English with Lucy as a native speaker. These two accounts provide various English skills and components, ranging from speaking, vocabulary, grammar, idioms, reading, pronunciation, and listening. From those accounts, she spends about two hours to learn English and looks at other pictures to have fun.

The way of her learning strategy is to watch the video and take some notes of new vocabulary as well as apply some vocabularies in daily activities. She enjoys learning from those accounts; the learning video is easy to understand as well as the video is only in short duration.

Respondent 4 (CHE)

Respondent 4 follows several accounts in social media such as, Zenius Education, English with Gema, English with Nab, and English with Lucy. From those accounts, she learns about speaking, reading, vocabulary and listening. She downloads the video and learns by watching it. She mostly uses Instagram and WhatsApp in learning English due to the learning at campus is conducted via online, so most of her lecturers send the lesson in WhatsApp. The way of her learning strategy is downloading the learning video in YouTube then watching it and taking notes while watching. She studies English lesson not only when she has assignment but she also makes use of their time to watch YouTube to know new insight. She utilizes YouTube not only for learning English but also she learns a lot of things to increase her knowledge.

Respondent 5 (NRA)

Respondent 5 states that she follows account of Global English Pare, BBC learning English, Bebiofc and Poetsribe to learn English. She learns English vocabulary, grammar, idioms, speaking, and pronunciation from picture and video in Instagram. There are a lot of captions written in English, so she learns from it how to up the sentences. She plays Instagram to watch videos and accidentally English learning video past on her timeline then she follows the accounts. The way of her learning strategy in learning English is by watching short video and practice using the vocabulary. She selects the interesting account then she watches the video and learns from it. She loves learning from social media because the explanation of video is simple and easy to understand. Using social media in learning is a way to make her progress in every single day since she checks her social media every morning to see the notification and some information.

Students' Perception on the Use Social Media

In this section, the researchers elaborated the data analysis from the

interview. The researchers conducted a two-day interview with the students of English education department of Tadulako University. The informants are five students batch 2019 then the questions were addressed to them. All of questions in these interviews were related to students' perception on using social media for learning English.

The Reason Students Learn English Through Social Media

The researcher asked students why they learn English from social media. AYN, CHE and NSA state that learning English through social media is more effective and flexible because they spend a lot of time playing smartphone to see anything on social media. Learning English through social media is more simple and easy as they mostly close to their smartphone and bring it everywhere. When English learning appears in their social media then they get new vocabulary and learn from it. CHE states the following statement:

"Learning English using smartphone is more flexible and effective because we are able to learn anytime as long as we have quota internet. The English lesson usually appears in the timeline of Instagram and TikTok then we learn vocabulary and speaking from it."

From the explanation above, the reason that CHE learns English in social

media is due to the flexibility and efficiency of smartphone. She can access and learn English everywhere and anytime. Social media makes her easy to learn something new and it is simple to bring it anywhere. Most of English learning is available in social media and can be accessed all the time once they have internet connection.

Besides, students NSA and ANT also gave their opinion toward the reason learning English from social media. They stated that learning English in Instagram is more interesting because there are many videos and pictures available. The duration of video is also quite short so it makes easy to understand the lesson. NSA states the following statement:

“Learning English through Instagram is more interesting, there are abundant of videos and pictures available. Duration of video is also short so it makes more interesting”

Student NSA is interested to English in Instagram since there a lot of awesome video learning. Both NSA and ANT are keen to learn English from social media due to the interesting videos and pictures displayed in Instagram and TikTok. Moreover, they tend to like short duration video since it easy to understand. As young millennial, they prefer to search and

learn anything in a simple way and effortless.

The benefits participants get after learning English in social media.

The students AYN and NTA shared their experience in learning English through social media. AYN states that her English ability improved as she used to learn English applying Google Translate, listens the pronunciation and find the words in dictionary. After learning English from social media, she rarely uses those tools again and knows exactly pronunciation of the words from video that she watches in Instagram and YouTube. Due to the social media, NTA gets the suggestion from account aybbernos how to improve her speaking skill. AYN states the following statement:

“My English ability improve during learning English through social media. I learn English words from dictionary and Google Translate to know the pronunciation of the words. Now, I rarely use them and I learn those elements of English from Instagram and YouTube”

After learning English through social media, AYN's vocabulary improved as she rarely open Google Translate to know the pronunciation of the words. AYN and NTA utilized social media not only for sharing

photos but also learning English. In pandemic era, particularly, AYN usually plays social media for random things. She learnt from various videos in Instagram account about grammar, pronunciation and vocabulary. She also interacted with foreigner from Snapchat Messenger to practice writing English. In short, she made improvement in her vocabulary and pronunciation.

In addition, NSA, CHE and NRA shared their experience in learning English through social media. They state that learning English from social media is enjoyable because they can watch detail explanation from video and it more easily to understand the material. There are abundant of lessons can be learnt and reviewed anytime and they are unlimited to access, such as vocabulary, grammar and listening. The social media also provides the opportunity to practice speaking skill. It is truly helpful to learn English from social media. NSA states the following statement:

"I can enjoy learning from social media since there are many videos can be accessed to make the lesson simple to understand. Also, the videos is unlimited so many things can be learnt, such as grammar and vocabulary. We also are able to practice speaking from social media."

Student NSA states that learning English from social media promotes enjoyable learning and far from boring. Social media brings more benefit in improving English skill. She can learn various English skills that she likes to improve. The lesson is also unlimited to access so that she is able to learn English anytime from videos in Instagram and YouTube. Moreover, NSA and CHE share the same opinion that social media has many functions. They can watch English movie with English subtitle. The English material in video is also simple and easy to understand as well as promote fun learning. In addition, learning English from social media can boost students' speaking skill because they are able to practice speaking with English native speaker from abroad. through whatsapp video call and facebook.

Social Media Motivated Students in Learning English

NSA as a student of English department batch 2019 explains that learning English from social media can motivate her in learning because she can watch her adorable artists from video interview. This setting of video makes her motivated in learning. The video can be reviewed anytime she wants.

“I think learning English through social media can motivate me because I can watch video interview of my favorite artists. It motivates me in learning”

There are many video accounts on social media, especially Instagram and YouTube, which piques students' interests in learning English. She is able to select and search her adorable artist to watch video. She learns English from her favorite artists video interview to learn the phrase and vocabulary as well as pronunciation of the words. She also can review the video when she does not catch the meaning of the interview.

Other students ANT, AYN, NRA, and CHE shared their thought about their motivation in learning English from social media. They state that learning English from social media allows them to learn various skills needed for their improvement. Massive accounts provided in social media makes them motivated in learning English since many options are available for learning, such as picture, video, and chatting with foreigners. The video is short and easy to understand the lesson. ANT states the following statement:

“The Social media contain the interesting videos. Moreover, during covid-19 pandemic we stay at home then our knowledge is also increased

because the explanation is easy to understand”

ANT states that she is highly motivated to learn English through social media due to the explanation is quite simple and easy to understand. Abundant of videos and pictures are available on social media make them motivated to learn English. Moreover, the trainer explains the lesson in simple way and makes some jokes sometimes. Not to mention, pandemic situation changes students method in learning with the use of technology utilization in which they spend much time on social media. At home, they open social media and scroll the Instagram directly find English lesson. Moreover, they are motivated in learning English because it is fun learning videos that they can utilize to improve their English skills. It is simple and easy to use for learning.

Kinds of Social Media that Students Use to Learn English

The researcher asked the participants what kind of social media they frequently use for learning English. ANT, AYN and NRA, as students of English department, explain that they use several kinds of social media in learning English. They use TikTok and YouTube for learning vocabulary and phrases. ANT also uses Facebook and WhtasApp to chat with

friends who love English together. Throughout those platforms, she is able to post her problem in English such as self-confidence and other friends provide feedback how to deal with the issue. They also shared their experience how to build mental so that they can be confident in using English. ANT mentions the following statement:

“Social media that I use for learning English are TikTok, YouTube, Facebook and WhatsApp to interact with friends who love English, so through these platforms I can improve my English. Our chatting on the WhatsApp is about posting status regarding problem that we encounter such as self-confident and how to build mental for being self-confident.”

From the information above, the researchers perceived that they apply different platform to learn English from social media based on needs. They learn vocabulary, grammar, pronunciation, and phrases from TikTok and YouTube, while using Facebook and WhatsApp to practice chatting with her friends. ANT not only learns how to write in English but also, she gets support from her friends how to deal with the problem that she encounters during learning English together using Facebook and WhatsApp.

Furthermore, CHE and NSA also shared social media that they use

dominantly in learning English. CHE frequently uses WhatsApp in learning English due to the lesson given by lecturer is mostly using WhatsApp. She uses Instagram and YouTube as well to learn English. NSA learns grammar from YouTube and vocabulary on Instagram then she writes the unfamiliar words on her book. CHE mentions the following statement:

“WhatsApp is a social media network that I use frequently to learn English because in the current era, the majority of learning is done online, and the instructor sends the information via WhatsApp. I also use YouTube and Instagram to practice my English”

From the information above, CHE chose WhatsApp as a facilitator in learning English. She selects WhatsApp because that platform is mostly applied by lecturer in online learning. In addition, both CHE and NSA are keen to apply Instagram and YouTube to learn difficult vocabulary and grammar to improve her English ability. These platform preferences are chosen because young millennial tend to use both Instagram and YouTube as daily needs. Moreover, these applications promote audio-visual aided learning that makes them enjoy learning English.

Students' Duration Learning English Through Social Media

Students' answers are varied. A part of them learn English for about three hours or even more than four hours in a day. NRA and NSA state that they spend more than one hour per day. While CHE and ANT state that they learn English in uncertain time in a day; it depends on internet quota and assignment given by lecturer. CHE mentions the following statement:

"I am not sure how much time I spend learning English per day in social media but usually two hours in a day. It depends on the assignment given by lecturer. If I have a lot of homework, I do not learn English but only check the notification. It also depends on the internet quota"

Based on explain above, CHE's duration in learning English per day is varied. Sometimes she spends two hours or even more than on it. It depends on the internet quota and the task from lecturer. Besides, ANT learn depends on lecture. She usually watches TikTok for five hours in a day once she has speaking class.

Method of learning in social media

Most of participants said that they learn English by watching video in YouTube. They utilize several platforms

in social media for learning English such as Instagram, YouTube and TikTok. CHE downloads video from YouTube and learns by watching it. NSA learns new vocabulary from Instagram and she takes note for unfamiliar words. NRA started from following an interesting account in TikTok and learns grammar, pronunciation, and idiom from the video. NSA mentions the following statement:

"I usually watch YouTube to learn about grammar that I do not understand and then I take note for new vocabulary from Instagram."

Every student has their own way of learning English from social media. The way of NSA learning English is watching YouTube and Instagram then she writes new words and the lesson in her notebook. Overall, they watch YouTube and learn from it.

Social media account that students follow in learning English

Students follow several accounts in social media for learning English. They follow a lot of accounts for different purposes in learning. The majority of students follow Aarons English, Kampung Inggris LC account in Instagram. Another student follows BBC learning English and English with Gemma to learn about grammar and

vocabulary. They tend to follow the account that is relates to their learning needs. CHE states the following statement:

"I follow the account learn English with Gema, English with Nab, and Zenius education English in Instagram. as well as WhatsApp group for online learning from campus"

From the explanation above, it can be seen that student CHE learn English using several platforms for different purposes depends on her needs. She studies speaking skill in YouTube, while learning new vocabulary and idiom in Instagram. WhatsApp is used for learning English in campus in which lecturer send the lesson during in this pandemic condition.

Social media helps participants improving their English learning

Most of the participants said that social media can improve their English learning. As the informants, AYN, CHE and ANT state that social media help improving their English ability. AYN lacks of confidence to use English previously but after learning English in social media her confidence and vocabulary improved. CHE said that she gets a lot of academic vocabulary and it is truly helpful to improve her learning English. CHE's perception toward social media is presented below:

"Social media helps improving my English because I always listen to English video. Previously, I lacked of confidence to use English but after learning in social media my confidence and vocabulary improved"

From the statement above, CHE can improve her English skill because she often listens to the English video in social media. Previously, she lacks of confidence to use English but after learning from social media her confidence improved. AYN, CHE and ANT said that social media help them improving their English learning. They open social media every day and find out English vocabulary displayed in picture and video of English account that they follow. Then they memorize the vocabulary and try to use it in daily activities. Not to mention, AYN has improved her confident in using English.

Furthermore, NRA and NSA mention that their speaking ability improved after learning English in social media. NRA claims that using TikTok is able to create English conversation video with Indonesian and native speaker, such as parody, reader news and flight attendant using English. NSA states that she is able to imitate native speaker saying about something in English. By that way, she

can improve her English speaking skill. NRA mentions the following statement:

"I can improve my English because I can create English conversation video with Indonesian and English native speaker like parody, reader news and flight attendant. Besides, I am able to imitate native speaker saying that's why my speaking improved."

NRA improves her English to watch conversation video through TikTok. Both NRA and NSA share the same opinion that social media help improving their speaking skill. They have different method to improve their speaking in social media. NRA learns to create video conversation with native speaker in order to improve her speaking skill, while NSA imitates native speaker saying in English then she can improve her speaking skill. Although they have different application and method in improving speaking skill, they agree that throughout social media they are able to improve their speaking skill.

The result is also strengthened by in-depth interview result. It is found that all students had positive perceptions on the use social media for learning English and they perceive that social media are a good platform to improve their English skill. They think that social media motivated them in learning English. Abundant accounts are available in social media especially

Instagram and YouTube that makes student interests in learning English. The researcher didn't find students' negative perception toward social media for learning English. It is clearly understood that social media in EFL learning motivates students, enhances their motivation, confidence, develops positive attitudes towards English, and consequently supports learning. Social media could be utilized to bring structured learning activities into students' casual spaces and potentially engage learners in learning English. Thus, social media might be the need for English teachers to be applied in teaching as having potential uses for learning English as well as encourage students' motivation in learning.

Discussion

Overall, It was proved that social media could significantly enhance students' English skill. The analysis of interview shows positive response toward social media in learning English. However, on the other hand, they slightly found several people tend to be impolite and have negative comment during learning English through social media. Students spent much time on social media to learn English during pandemic. It is supported by Altam (2020) who stated that students' time duration of using social media increased during

pandemic since they are confined at their home and have more free time. They stated that self-directed learning more efficient than guided learning by lecturers. Some lecturers lack of creativity in teaching through Whatsapp. They only send the lesson link into whatsapp group without providing clear instruction. This learning method makes students get bored to learn English. Instead, students understand easily the lesson taught by instructor on social media because they are able to review and watch the video. There are some benefits of using video as a teaching tool. The learner enjoyment and engagement with the video-visual are kinds of the benefits. The learners can share their understanding about the video that they have watched and discussed with their friends.

Social media offers a variety English content, allowing students to access English content that they like anytime and anywhere. They expose to English on social media occurs in an atmosphere where they can interact with native English speakers, read news or English lessons given by others, and watches English videos. They can practice their language in a meaningful way, which can benefit their language development. Language exposure is one of the elements that define successful language teaching and

acquisition, claims (Kozhevnikova, 2019).

Students' response toward social media can help them in learning English. They are able to improve their speaking skill, vocabulary mastery grammar, and pronunciation from watching video conversation and picture in social media (Faizi, 2013). Students use social media not only to learn English but also to communicate, to text to each other, to share moments, or even to upload some pictures (Mismara, J., 2019). These abilities might have been developed from their interaction with friends, reading the useful English learning as well as the engagement with multimedia. Social media gives students an interactive environment in which to practice their English (Basöz, 2016). Students in millennial era are attracted to learn from social media because it is fun, interesting, effective, simple, and informative (Maulina, 2018). Students prefer to learn English from social media due to the flexibility and efficiency to access it in their phone as they mostly close to their smartphone and bring it anywhere. Furthermore, most of students stated that they checked social media every morning to see if there is a notification or not. As students in millennial era, they prefer learn something more practical, easy, simple and fast. Therefore, many

students use social media for learning sources.

The student stated that the use of social media enables them to practice English skills because they can make discussion and communication both oral and written English. Learning English using social media can improve knowledge of the students (Balbay et al 2017). It is clearly understood that social media in EFL learning motivates students, enhances their motivation, confidence, develops positive attitudes towards English, and consequently supports learning. Thus, social media might be the need for English teachers to be applied in teaching as having potential uses for learning English as well as encourage students' motivation in learning. Despite the fact that social media has numerous advantages and that the participants consented to utilize it in the classroom, they believe that social media has certain drawbacks. Using social media, while studying has a negative impact on academic achievement (Raut et al, 2016). Students' concentration in studying is also reduced due to the distraction caused by WhatsApp notification and phone calling.

Youtube and Instagram are the most widely used social media platforms for learning English in receptive skills, listening skill and

reading skill. In the study that students perceived highly positive attitudes, motivation, self-confidence and acquisition of the English language skills after using social media. They learned new phrases, vocabulary, grammar, reading, and writing, listening and speaking on social media. Several students believe that YouTube music videos help them with their pronunciation since they not only provide them a chance to practice, but they also help them expand their vocabulary. More audio-visual media using sound and verbal language, can only be understood by students who have a good level of word and language mastery (Nurhayati et al, 2023). The study's findings suggest that learning English using YouTube while watching English song videos is more effective. The study found that YouTube music videos are a useful resource for learning English because it promotes audio-visual learning which makes students enjoy learning English.

There are several suggestions for the researcher who will research in the same field. The further researcher can conduct another study to investigate the students' perceptions and their challenges on using social media in learning English. The further researcher can conduct another study with a bigger sample such as the whole students in a school. Classroom setting

is still the great for learning English. He thus suggested that educators include social media in their lesson ideas (Muftah, M., 2022). Therefore, using social media as a learning tool could aid students in practicing their English outside of the classroom (Omar et al., 2012). As students still believe that social media is promising to help them learn English, teachers may still utilize social media in the classroom.

CONCLUSIONS AND SUGGESTION

Based on the result and discussion above, the researcher concludes that the majority of students in this research perceived positive attitude toward this learning model through social media. It has many advantages because social media allow them to connect with their friends easily, to discuss common interest, to talk to foreigner, to share ideas, and most of them feel entertain enough through this site. Moreover, there are many functions that student get in using this site. Furthermore, they can use social media for learning English to improve their vocabulary, grammar, reading, speaking, listening and building sentences in English. Most of students agreed that social media provides them an opportunity to communicate with English native speaker and get exposure to the English. Language exposure is one of

the elements that define successful language learning and acquisition (Kozhevnikova, 2019). In addition, in accessing social media, most of students stated that they checked social media on their daily basis and spent most of their time on social media especially during pandemic, but some of them cannot access social media because they do not have any data plan so they cannot access it. Despite social media has many benefits and most of students use it, social media has some weaknesses for them such as they get easily distracted on their study.

Finally, in regarding of the data which have been analyzed, the researcher concluded that using social media as additional support for learning English bring positive impact to the students. Furthermore, students' motivation towards English language learning improved via social media. In addition, the students positively agree to apply social media as a tool for learning English. Hence, the positive perceptions of the students show the potential on using social media as additional support for learning English in order to increase students' abilities in English language learning.

Furthermore, the researchers hope that this research can be continued by other researcher to study deeper into this research. Hence, the researchers

suggest investigating the possibilities of using social media for improving the English skills. The researcher also suggests to students to use social media as one of tools for learning English. It is a good platform for learning English since there are a lot English accounts to improve their English and motivation. For teacher, the researchers suggest that social media is a worth platform in teaching English. Social media can be used in teaching learning process in providing various media to boost students' improvement in learning foreign language.

Acknowledgements

The authors thank University of Tadulako, which has provided the opportunity to conduct this research, and student who has participated in this study.

REFERENCES

- Altam, S. (2020). Influence of Social Media on EFL Yemeni Learners in Indian University During Covid-19 Pandemic. *Linguistics and Culture Review*, 4(1), 35-47.
- AlFadda, A. H. (2020) Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap Chat in TESOL Classroom Arab World English Journal (AWEJ) Volume 11. Number1 March 2020
- , Available at SSRN: <https://ssrn.com/abstract=3581296> or <http://dx.doi.org/10.2139/ssrn.3581296>.
- Asmara, R., Kusumaningrum, W.R., Wulansari, A., Munirah, M., Hersulastuti, H. (2018). Measuring the Effect of A Flipped Classroom Model on Critical Thinking Skills. Paper presented at the 2nd Workshop on Language, Literature and Society for Education, Surakarta, Indonesia. Abstract retrieved from <https://eudl.eu/doi/10.4108/eai.21-12-2018.2282743>
- Ayuningtyas, P. (2018). Whatsapp: Learning on the Go. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(2), 159-170. <https://doi.org/10.31002/metathesis.v2i2.629>
- Arumugam et al. (2019). The Impact of Social Media among Undergraduate Students: Attitude. *Procedia - Social and Behavioral Sciences* Vol. 219 pp. 472-479. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042816300829> on June 5th 2019.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education*. 8th edition. Wadsworth: Cengage Learning.
- Balbay, S & Kilis, S. (2017). Students' Perception of the Use of YouTube

- Channel Specially Designed for an Academic Speaking Skills Course. *Eurasian Journal of Applied Linguistics*, 3(2), 235-251.
- Basöz, T. (2016). Pre-service EFL teachers' attitudes towards language learning through social media. *Procedia - Social and Behavioral Sciences*, 232(2016), 430-438.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating Quantitative and Qualitative research* (4th ed.). Pearson Education, Inc.
- C.M. Bermudez¹, P.W.C. Prasad¹, Abeer Alsadoon¹, L. Hourany. (2016). Students perception on the use of social media to learn English within secondary education in developing countries. 2016 IEEE Global Engineering Education Conference. <https://doi.org/10.1109/EDUCON.2016.7474668>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Erzad, A. M., & Suciati. (2018). Social Media for Improving Students' English Quality in Millennial Era. *Jurnal Edulingua*, 5(1), 7-14.
- Ehsan, N., & Nasri, M. (2019). The impact of social media on EFL learners speaking skill. *Journal of Applied Linguistics and Language Research*, 6(3), 1-17.
- Faizi, R. (2013). Exploring the Potential Benefits of Using Social Media in Education. <https://online-journals.org/index.php/ijep/article/view/2836>
- Hamad, M. (2017). Using WhatsApp to enhance students' learning of English language "experience to share." *Higher Education Studies*, 7(4), 74-87
- Hussain, I. (2012). A Study to Evaluate the Social Media Trends among University Students. *Procedia - Social and Behavioral Sciences*, Vol. 64 pp. 639-645. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042812050525> on June 5th 2018.
- Lomicka, L., & Lord, G. (2016). Social networking and language learning. In the *Routledge handbook of language learning and technology* (pp. 281-294). Routledge.
- Kaplan, A.M & Haenlein, M. (2010). Users of the World, Unite: The Challenges and Opportunities of Social Media. *Business Horizons*, 53(1)59-68. DOI;1016/j.bushor.2009.09.003.
- Khaloufi, A., & Laabidi, H. (2017). An Examination of the Impact of Computer Skills on the Effective Use of ICT in the Classroom. *Indonesian Journal of EFL and Linguistics*, 2(1), 53-69.
- Kozhevnikova, E. (2019). The impact of language exposure and artificial

- linguistic environment on students' vocabulary acquisition. *PEOPLE: International Journal of Social Sciences*, 5(1), 4.
- Kusumawardhani, P & Nurhayati. (2019). The analysis of teaching writing to English young learners (EYL) through a movie: An ICT perspective. *E-journal of Universitas Bina Sarana Informatika*: Retrieved from <https://ejournal.bsi.ac.id/ejurnal/index.php/wanastra/article/viewFile/5065/3051>
- Martínez, Alemán, A. M., & Wartman, K. L. (2009). *Online social networking on campus: Understanding what matters in student culture*. New York: Francis Taylor Group
- Maulina, Azizah and Suciwati. (2018). Social media for improving students' English quality in millennial era. *E-journal of Muhammadiyah university*: Retrieved from <https://ejournal.unisnu.ac.id/JE/article/view/819>
- Miles, B., and Huberman, A.M.. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Mismara, Jannati. (2019). *Students' Perception On Using Social Media For Learning English*. Thesis. Ar-Raniry State Islamic University.
- Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*. <https://doi.org/10.1108/prr-10-2021-0060>
- Nurhayati, Suwika, I. P, Ahmad, N. (2023). The Impact of Gadget on moral values during the Covid-19 Pandemic in Early Childhood. *E-journal of Al-Ishlah*: Retrieved from <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/2134/1478>
- Omar, H., Embi, M. A., & Md Yunus, M. (2012). ESL learners' interaction in an online discussion via Facebook. *Asian Social Science*, 8(11), 67-74.
- Osharie, P. (2015). Social media and academic performance of students, conference paper of January 2015. Retrieved September, 2016 from <https://www.researchgate.net/publication/273765340>.
- Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.
- Raut, V., & Patil, P. (2016). Use of social media in education: Positive and negative impact on the students. *International Journal on Recent and Innovation Trends in Computing and Communication*, 4(1).

Starman, A. B. (2013). The case study as a type of qual research. *Journal of Contemporary Educational Studies*, 64(1), 28-43.